Course Number: 1004300
Course Section: Semantics & Logic
Abbreviated Title: S & L; Semantics
Course Length: 1 Semester (1/2 year)
Course Status: State Board Approved
Course Level: 3,4,5
Grade Level(s): Primary – 9; 9-12

COURSE DESCRIPTION

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. This LDC-based course has 3 Modules (units of instruction) that span 3-4 weeks of time. Each module is centered on a task (writing prompt and question). Over the course of the weeks, teachers and students closely read a variety of texts to prepare for the final writing piece. Language Arts Florida Standards aligned.

Module 1: The Noble Sacrifice - Styled with AP Literature texts and foundation. Writing style - Argumentation
Module 2: Blazing Trails or Following Suit - Styled with AP Art History texts and foundation. Writing style – Comparison/Argumentation
Module 3: The World Is Flat - Styled with AP Human Geography. Writing style – Informational/Explanatory; Cause/Effect

ABOUT LDC

LDC offers teachers, coaches, and leaders an instructional system for developing students’ literacy skills to prepare them for the demands of college and careers. LDC does not provide “off-the-shelf” curriculum units or lesson plans. LDC empowers teachers to build students’ literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to the Language Arts Florida Standards.

LDC’s basic building block is a module, two to four weeks of instruction comprising a “teaching task,” standards, “mini-tasks,” and other instructional elements described more fully below. Working with LDC’s framework and tools, teachers develop a literacy-rich task and design instruction to help students complete that task. The LDC tools were designed by teachers, for teachers and have been tested by thousands of educators across the spectrum of school contexts. LDC provides a common framework upon which teachers can individually or collaboratively build literacy-saturated curricula within their content area and for their focus topics. For more information, please visit http://ldc.org/.

Curriculum:
The content should include, but not be limited to, the following:

- demonstrating successful reading of argument;
- demonstrating successful reading of informational text;
- demonstrating successful reading of fact and opinion;
- demonstrating successful reading of high-quality literature;
- demonstrating successful note-taking skills and citing textual evidence;
- demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text;
- demonstrating successful understanding of academic vocabulary and vocabulary in context;
- integrating reading and writing, including written responses to print and digital text;
• using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions;
• collaborating extensively amongst peers.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Incorporating Advanced Placement skills to further future successes.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).